

ALUMNI FEEDBACK FORM
[A Part of Quality Assurance cum Assessment]

Dear Alumnus,

Being a proud alumnus of this college we believe that you will be able to give an unbiased feedback regarding the college and its functioning as you observed when you were a student and also as per your present observations. We are sure that we will put your valuable feedback to the best use for improving the college status on various aspects and serve your junior students better. Kindly register your feedback as you have observed through this form.

Personal Information:			
Name	:		Phone :
Branch Studied	:		Mobile:
Batch	:	20__ to 20 __	Mail id:
Communication address	:		

Your current status:

Employed	Employed with: ----- Designation : ----- Key responsibilities:-----	Under going any part time study: Yes / No If yes, mention name of programme -----
Doing higher studies	Program:----- Institute/College:----- (with place)	Having Previous industrial experience : Yes / No
An entrepreneur	Venture:----- Since (year):-----	If yes, number of years-----

I. GENERAL INFORMATION

Very Good (VG); Good (G); Satisfactory (S); Needs Improvement (I)

I	FACILITIES	VG	G	S	I
1	Class room facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Laboratory facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Multimedia facilities for learning (like LCD projectors, videos, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	General amenities (Cafeteria, drinking water, wash room, medical, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Library facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Research labs/ facilities for doing project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Sports and Gym facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Hostel facilities (if you had been a hosteller)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Contd...

II FACULTY (Evaluation of all faculty put together)		VG	G	S	I
1	Quality of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Class room management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Commitment to guide students for higher levels of learning (projects, presentations, publications, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Acquiring current knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Cordiality and accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III CAREER PLANNING AND GUIDANCE		VG	G	S	I
1	Trainings given for placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Personality development programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Trainings in sports / games (if applicable to you)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Coaching for admission to higher studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV GENERAL ADMINISTRATION		VG	G	S	I
1	Dissemination of relevant communications (from govt., univ., other colleges, companies, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Redressal of legitimate grievances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Encouragement to try novel ideas in college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Flexibility in administration wherever possible and needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Achievement of Programme Educational Objectives (PEOs)

SNo	Programme Educational Objective	Can't evaluate	Very well accomplished	Well accomplished	Moderately accomplished	Poorly accomplished
1	PEO1: Actively apply technical and professional skills in engineering practices to face industrial challenges around the globe.					
2	PEO2: Own their professional and personal development by continuous learning to create new knowledge.					
3	PEO3: Conduct themselves in a responsible, professional and ethical manner supporting sustainable economic development, which enhances the quality of life.					

III. Assessment of Programme Outcomes

SNo	Criteria	Can't evaluate	Very well accomplished	Well accomplished	Moderately accomplished	Poorly accomplished
1	PO1. Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.					

2	PO2. Problem analysis: Identify, formulate, review research literature, and analyse complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.				
3	PO3. Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.				
4	PO4. Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.				
5	PO5. Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.				
6	PO6. The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.				
7	PO7. Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.				
8	PO8. Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.				
9	PO9. Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.				
10	PO10. Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.				
11	PO11. Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.				
12	PO12. Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.				

IV. Kindly mention the strengths and areas for improvement of the college as you observed during study in the college

Strengths	Areas for Improvement
Facilities	
Faculty	
Trainings	
General Administration and others	

-Thank you-

Signature